

POSITION DESCRIPTION

POSITION INFORMATION

POSITION TITLE:	Professor
WORK AREA POSITION CODE:	<i>(To be allocated by Human Resources)</i>
FUNCTIONAL UNIT:	Learning Sciences Institute Australia
ORGANISATIONAL UNIT:	Faculty of Education and Arts
CAMPUS:	Brisbane
NOMINATED SUPERVISOR (TITLE):	Institute Director, Professor Claire Wyatt-Smith
CURRENT CLASSIFICATION:	Academic Level E
EMPLOYMENT TYPE	Continuing, Full-time
	A period of probation may be attached to this position.
REMUNERATION & BENEFITS:	A range of generous conditions of employment and entitlements are provided to staff some of these include: generous leave conditions; flexible working conditions; comprehensive staff development programs; salary packaging benefits as a rebatable employer; reward and recognition programs.
SUPERANNUATION:	The University will contribute an amount equivalent to 9.5% or 17% of gross annual salary to superannuation dependent on salary level, length of appointment or age.
DATE DEVELOPED/ REVIEWED:	August 2016

AUSTRALIAN CATHOLIC UNIVERSITY

Mission Statement:

Within the Catholic intellectual tradition and acting in Truth and Love, Australian Catholic University is committed to the pursuit of knowledge, the dignity of the human person and the common good.

Australian Catholic University (ACU) is both a Catholic University and a public institution within the Australian higher education sector. ACU is an inclusive community which welcomes students and staff of all beliefs. The University is committed to a strong Catholic ethos and seeks to foster and promote teaching and learning, research and scholarship, and community engagement in the Christian tradition. As valued members of our community, all staff members are expected to have an understanding of ACU's [Mission](#) and values and to demonstrate an active contribution to them.

The University shares with universities worldwide a commitment to quality in teaching, research and service. It aspires to be a community characterised by free enquiry and academic integrity.

The University chooses to focus on areas of teaching and research that are closely connected with its particular character as a University that is, Catholic, public and national. The focus areas are Education, Health, Theology and Philosophy, and the Common Good and Social Justice.

ACU has over 1,800 staff supporting more than 30,000 students across seven campuses – Adelaide, Ballarat, Brisbane, Canberra, Melbourne, North Sydney and Strathfield.

The structure to support this complex and national University consists of:

- Vice-Chancellor
- Provost
- Deputy Vice-Chancellor (Research)
- Deputy Vice-Chancellor (Students, Learning and Teaching)
- Chief Operating Officer.

Each portfolio consists of a number of Schools, Directorates or Institutes;

- Five Associate-Vice-Chancellors or Campus Deans that focus on the University's local presence and development of the University at the local 'campus' level; and
- A Directorate of Identity and Mission that drives both the Identity and the [Mission](#) of the University and includes a number of Institutes and Directorates.

The University pursues performance excellence and offers an environment where staff are valued and rewarded. Staff are expected to demonstrate a commitment to continuous improvement and to participate fully in resolving issues to achieve and maintain quality standards relevant to role. Further information about a career with ACU is available at www.acu.edu.au.

RESEARCH INSTITUTES

Research Institutes have been established at ACU as rigorous interdisciplinary and collaborative research environments without discipline-based boundaries, facilitating both immediate and ongoing collaborations of ACU researchers with interpersonal and national experts and enabling exceptional opportunities for innovative research to be conducted on a significant scale. This creates the potential for profound impact benefiting the research community and society as a whole.

The following Research Institutes have been established:

- Institute for Positive Psychology
- Mary MacKillop Institute for Health Research
- Learning Sciences Institute Australia
- Institute for Religion and Critical Inquiry
- Institute for Social Justice
- Institute for Health and Ageing
- Institute for Religion, Politics and Society.

LEARNING SCIENCES INSTITUTE AUSTRALIA

The Learning Sciences Institute Australia (LSIA) is a national research institute hosting a team of eminent researchers and international scholars undertaking nationally-funded research studies with a range of industry-funded partners. Our research draws on both qualitative and quantitative methodologies and includes large-scale, longitudinal studies and meta-analyses. A priority focus is on research relating to policy and practice.

LSIA's research focuses on 21st Century learning, student diversity, innovation and engagement across six areas of research concentration:

- educational assessment, evaluation and student learning
- learning, learner diversity and reforming classroom practices
- STEM in education
- early childhood futures
- educational semiotics in English and literacy pedagogy
- teacher education, quality and professional practice.

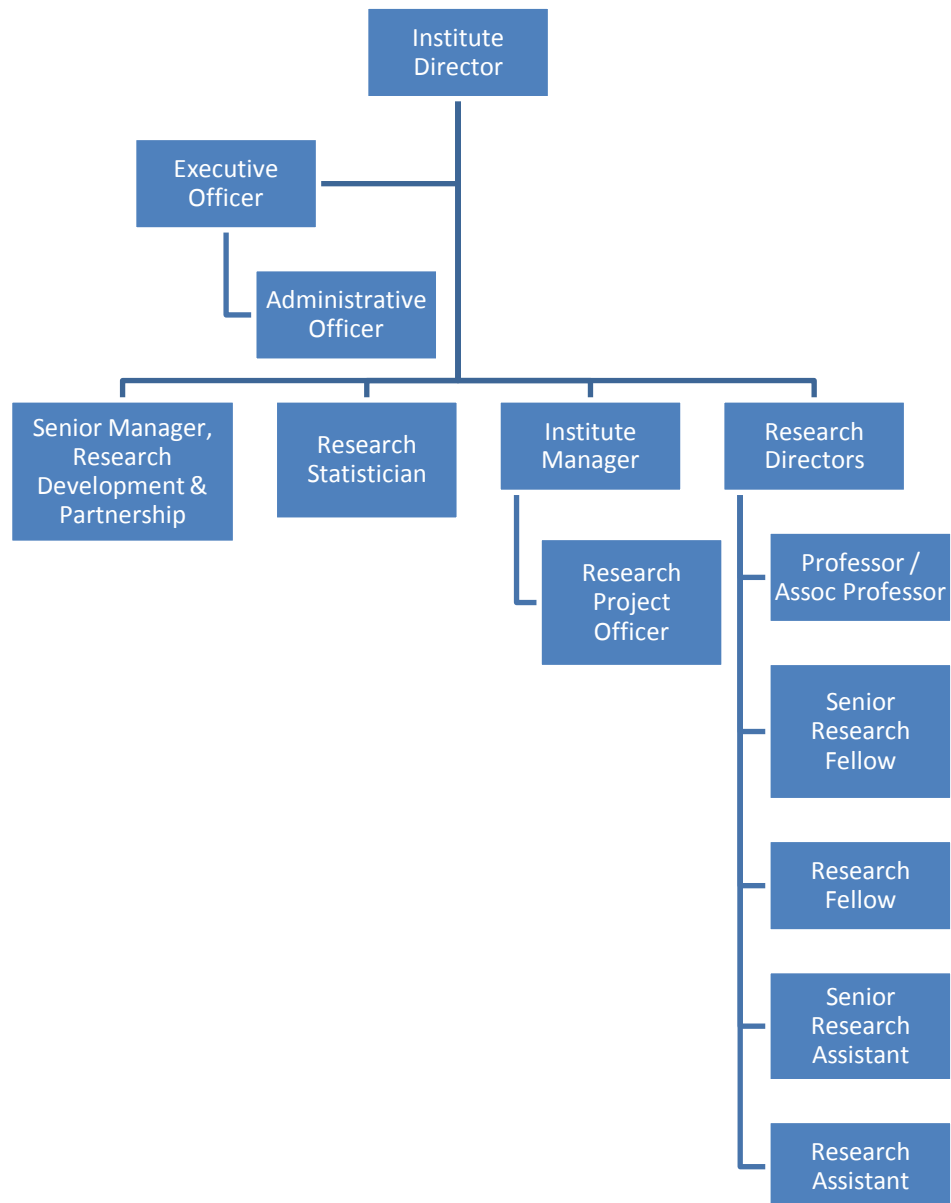
Our researchers are concerned with generating and disseminating new knowledge to improve the learning outcomes of children and young people, especially those experiencing disadvantage, on the margins or at risk.

LSIA provides a forum for researchers, scholars, policy makers and practitioners to collaborate and share evidence-based knowledge to address barriers to achievement and learning engagement faced by young people. Further information about the Institute can be found at:

www.lsia.acu.edu.au

REPORTING FRAMEWORK

The Institute Director has overall responsibility for leading LSIA's strategic directions and implementing strategic plans. The position holder works with the Research Director of the specified research area linked to this position (Science, technology, engineering and mathematics in education). Performance reporting will be undertaken with the Institute Director.



Australian Catholic University

For further information about the structure of the University refer to the [organisation chart](#).

POSITION PURPOSE

The Professor will contribute to the research enterprise of LSIA. The incumbents will work within a high performing research team of senior, internationally recognised scholars within LSIA's five areas of research concentration. In addition, the successful applicant will contribute to the development of scholarship, research and/or professional activities in the Institute.

The current position is aligned to the research area: **Science, Technology, Engineering and Mathematics (STEM) in education**. Society is driven by ongoing innovation that provides opportunities and challenges for individuals and the community. These innovations require (1) knowledge and skills in Mathematics and Science to appreciate and capitalise on advances in Technology and Engineering, and (2) an understanding of the interrelatedness of these discipline areas in problem situations. The STEM research area advances disciplinary and interdisciplinary knowledge to ensure that all students have opportunities to become proficient, critical knowers and users of mathematics and science in a complex technologically-oriented and data-rich world.

KEY RESPONSIBILITIES AND CONTRIBUTION

Responsibilities of the position include:

1. Conduct research of international standing in the area of mathematics and/or science education with real world applications incorporating technology, design or engineering.
2. Produce world class publications as sole author and in collaboration with members of the STEM research area to be published in high-quality international peer-reviewed outlets.
3. Prepare and submit research grant applications, and actively identify and seek funding from external bodies, in collaboration with other researchers within the research area.
4. Provide high quality research supervision of higher degree research students either as a principal or co-supervisor.
5. Provide strong and collaborative national leadership of the research area and help to expand its international profile and partnerships, in consultation with the Research Director and the Institute Director.
6. Actively contribute to the intellectual life of the Institute, the Faculty of Education and Arts, and the University.
7. Other duties as required appropriate to the level of appointment.

KEY CHALLENGES AND PROBLEM SOLVING

The position holder will:

- strengthen the profile, publications and grant success of the STEM research area
- work within a geographically dispersed team
- strengthen and widen a diverse range of industry partner networks
- initiating new partnerships to develop new linkage grant opportunities.

DECISION MAKING/AUTHORITY TO ACT

The position holder will:

- work with minimal supervision under the broad direction of the Research Director and the Institute Director and has substantial autonomy in day-to-day management of work priorities
- actively participates in research activities, applying for and securing grants and access to large-scale databases
- have independence in developing content for a range of publications
- participate in professional STEM activities within the community in Brisbane and elsewhere in Australia.

COMMUNICATION/WORKING RELATIONSHIPS

The position holder will:

- liaise and collaborate with internal stakeholders including the LSIA Director, Senior Manager, Research Development & Partnership, Institute Manager and senior officers of the Office of the Deputy Vice-Chancellor Research, staff and doctoral candidates
- liaise with LSIA's external stakeholders and industry partners.

LEADERSHIP COMPETENCIES

Preserves our Essential Character

Displays Integrity	Delivers Excellence	Demonstrates Interpersonal Understanding
Demonstrates confidence and courage in achieving ACU's Mission, Philosophy and Values.	Takes personal accountability for achieving high quality outcomes.	Actively listens to understand others' thoughts, feelings and concerns.
<input type="checkbox"/> 1. Acts in a manner consistent with ACU Mission, Philosophy and Values	<input type="checkbox"/> 1. Takes accountability for delivering results	<input type="checkbox"/> 1. Listens and responds appropriately to others
<input type="checkbox"/> 2. Acts on ACU Values even when it is hard to do	<input type="checkbox"/> 2. Acts to make incremental improvements	<input type="checkbox"/> 2. Shows genuine interest in others
<input type="checkbox"/> 3. Acts on ACU Values even when significant cost or risk is associated with doing so	<input checked="" type="checkbox"/> 3. Sets and works towards stretch goals	<input type="checkbox"/> 3. Understands and anticipates others' emotions
<input checked="" type="checkbox"/> 4. Creates an environment that nurtures integrity in others and the achievement of ACU's Mission, Philosophy and Values	<input type="checkbox"/> 4. Takes calculated risks	<input checked="" type="checkbox"/> 4. Develops a deep understanding of others

Works Collaboratively

Works in Teams	Leads and Develops Others	Influences Effectively
Sees the benefit of collaboration and works cooperatively across ACU to deliver shared goals.	Energises and develops ACU staff. Creates a climate in which our staff want to do their best.	Gains the support of others for courses of action that benefit the University.
<input type="checkbox"/> 1. Co-operates	<input type="checkbox"/> 1. Provides clarity	<input type="checkbox"/> 1. Communicates based on facts and logic
<input type="checkbox"/> 2. Seeks input	<input type="checkbox"/> 2. Enables the team to function effectively	<input type="checkbox"/> 2. Tailors approach to the audience or situation
<input type="checkbox"/> 3. Collaborates	<input type="checkbox"/> 3. Engages and empowers the team	<input type="checkbox"/> 3. Influences others using appropriate communication strategies
<input checked="" type="checkbox"/> 4. Builds a collaborative environment	<input checked="" type="checkbox"/> 4. Communicates a compelling vision and sense of purpose	<input checked="" type="checkbox"/> 4. Uses complex influencing strategies

Leads our Future Success

Displays Business Acumen	Demonstrates Confidence	Leads Change
Recognises that ACU is a business and seizes opportunities to improve the commercial viability of the University.	Displays the inner confidence to take risks and make timely and effective decisions. Shows confidence in own judgment and actions.	Displays openness and resilience to change, inspires others to change and acts to make change happen.
<input type="checkbox"/> 1. Understands the importance of commercial success	<input type="checkbox"/> 1. Acts confidently	<input type="checkbox"/> 1. Accepts and understands change
<input type="checkbox"/> 2. Demonstrates some awareness of commercial implications	<input type="checkbox"/> 2. Displays self-belief	<input type="checkbox"/> 2. Adapts working practices
<input type="checkbox"/> 3. Focuses on commercial outcomes	<input checked="" type="checkbox"/> 3. Stands up for own views	<input type="checkbox"/> 3. Advocates for change
<input checked="" type="checkbox"/> 4. Creates new commercial opportunities for ACU	<input type="checkbox"/> 4. Shows great courage	<input checked="" type="checkbox"/> 4. Prepares the ground for change

SELECTION CRITERIA (SKILLS, KNOWLEDGE AND EXPERIENCE)

Essential:

1. A doctorate in Education research focussed on science or mathematics with an applied or interdisciplinary STEM focus.
2. A strong and sustained track record of research achievement. This will be evidenced by high quality publications in leading international journals and prestigious publishing houses in the area.
3. Demonstrated ability to work individually and in teams across an organisation to deliver shared goals and meet deadlines.
4. Success in securing national competitive research grants and external research consultancies.
5. A successful track record of supervision of higher degree research students through to completion.
6. Demonstrated success in the leadership and oversight of a research team or academic administrative unit.
7. Demonstrate a commitment to working in an environment of performance excellence, guided by [ACU's Service Principles](#).
8. Evidence of ability to demonstrate commitment with integrity to the Catholic Identity, Mission and ethos of the University.
9. Demonstrate commitment to cultural diversity and ethical practice principles, and demonstrate knowledge of equal employment opportunity and workplace health and safety, appropriate to the level of the appointment.

Desirable:

10. Competence in Education research focussing on science or mathematics education in interdisciplinary situations such as scientific literacies, sustainability, modelling, data interpretation, the visual representations of static and dynamic information, data mining or use of big data.
11. Research expertise in working with specific populations including students with high potential, students experiencing difficulty or other marginalised students.

MINIMUM STANDARDS FOR ACADEMIC LEVELS (MSALs)

Level E

A Level E research academic will typically have achieved international recognition through original, innovative and distinguished contributions to his or her field of research that are demonstrated by sustained and distinguished performance.

A Level E research academic will provide leadership in his or her field of research, within his or her institution, discipline and/or profession and within the scholarly and/or general community. He or she will foster excellence in research, research policy and research training.